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ABSTRACT

This study explored the international business programs of small-to-moderately sized private colleges and universities. The study had three phases: identification and curricular analysis of a small core group of Council of Independent Colleges (CIC) institutions with representative international business curricula; a broader survey of a larger sampling of private liberal arts colleges and universities via questionnaire; and comparison of data with those from other sectors within higher education. The first phase involved 11 colleges and a consortium and results indicated that all these institutions shared an approach to international business programs that is unique to independent colleges: they require a foreign language; provide overseas experience for students; coordinate internships in business; and offer a good merger between liberal arts and business courses. The national survey found that in comparing CIC schools with the national picture, differences centered on reasons for internationalizing, curriculum, organizational structure, foreign language instruction, faculty characteristics, collaboration with government and business, international experiences for students, and institutional issues. The report concludes that in light of the current and growing importance of international business and training, liberal arts institutions, by their nature and missions, are well positioned to be successful. (Contains six references.) (JB)

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The International Business Curriculum in Independent Liberal Arts Colleges and Universities

By
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A REPORT FROM

CIC

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THE COUNCIL OF INDEPENDENT COLLEGES
Washington, D.C.

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We are pleased to publish this report, one in a series of occasional papers published by the Council of Independent Colleges. The papers are intended as a vehicle to share ideas and prompt discussion on issues germane to higher education today. As always, we welcome your comments.

Allen P. Splete
President

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H.J. Heinz Company Foundation

FOREWORD

Independent colleges are often able to design educational programs with an intriguing balance of liberal arts perspectives and practical content. This is the case within the emerging field of international business curricula.

To understand more fully the shape of international business programs, the Council of Independent Colleges (CIC) sponsored a series of information gathering efforts and arranged for representatives of institutions that have already developed programs in this area to meet to compare notes.

A first step was writing to all CIC members to see whether they had current programs in international business; 85 responded affirmatively. We then invited eleven of those institutions and a consortium representing additional colleges to send a representative to a meeting in Washington, D.C., to discuss the nature of these programs in greater depth.

Based on ideas from that initial meeting as well as more detailed material provided by the institutions, we constructed a brief questionnaire in order to survey those colleges with international business programs that had earlier been identified. Fifty institutions returned completed questionnaires. Then representatives of eight of the original group of colleges reconvened near Chicago to review these materials.

Mathilda Harris served as consultant to CIC for this exploratory effort and authored this report. At the time, she was University Director of International Programs at Miami University in Ohio; currently she is Assistant Vice President for International Programs at the American Association of State Colleges and Universities.

A special word of thanks is due the sponsor of this project, the H.J. Heinz Company Foundation, for the grant that supported CIC's study of the international business curriculum and this report.

In discussions of international business programs in higher education, liberal arts colleges and smaller universities are not mentioned as prominently as are larger, research universities. Yet, a guest at CIC's two meetings for this project, Kent Morrison, Dean of the Graduate School at the University of Rhode Island and a scholar in the field of international business, remarked that despite

the existence of greater resources in this area, research universities have not been able to provide students with the same broad programs that independent colleges have. Indeed some of these elements, particularly the foreign language requirement, overseas experience for students, and close connections between liberal arts and business courses, are somewhat unique to independent colleges. Thus, we believe that liberal arts colleges have in some respects paved the way for higher education in the arena of international business, and we offer this report as one means of sharing some of their contributions to the field.

Russell Y. Garth
Vice President and Project Director
March 1993

INTRODUCTION

On Black Monday, October 19, 1987, the U.S. stock market plummeted an unprecedented amount. The causes for the crash included concern about the large Federal budget deficit and worry about the instability of the dollar on the international market. Among other effects, the event demonstrated to the world community, probably for the first time, the fact that a global economy is now reality. The years since then have only heightened the understanding that the world's economic systems are inextricably intertwined.

The 1992 European Community plan, for example, is but one sign that regional allegiances are destined to become strong competitors with the United States in the international marketplace. These alliances, although not without difficulties, are a strong indicator of the erosion of the nation-state in the face of global markets. Moreover, the collapse of Communism in Eastern Europe, the regressive political climate in China, and the U.S. leadership in the United Nations against Iraq all point to other changes in global conditions—shifts that cannot yet be fully comprehended. It is clear, however, that a world community necessarily will be dependent upon cultural and economic sophistication—knowledge of macro and micro economics; innovation of cooperative approaches; and negotiations between business partners, nations, and regions. New ground will be broken in international relations, which participants will have to face with little preparation and little warning. One of the tools for dealing with this redefined world could be a different type of education than has been available to date, either in business or other disciplines.

The challenge for U.S. higher education is to educate students for global competence. This is a difficult task, especially given that no systematic approach has been taken to design such a course of study. According to various national studies (e.g., Lambert, Groennings, Harris), what normally occurs is that institutions piece together often scarce resources to form what could be an appropriate curriculum. Furthermore, since U.S. business has found itself on the crossroads of moving from the national to the international marketplace, it has had difficulty advising institutions of higher education on what to do. This is further exacerbated by the American way of doing business. As a Japanese businessperson recently related: "The United States usually tells clients what they need, whereby the Japanese listen to what clients need." To hear clients in the international marketplace, businesses need to understand that many sellers and buyers now exist; that technological needs are related to culture; that world events determine the avenues of success; and that businesspersons need to be well grounded in historical, linguistic, cultural, and multidimensional practices of doing business within complicated socioeconomic political systems.

What kind of education will be needed to meet this challenge? To create a global way of thinking, students need an interdisciplinary approach to the study of international business. Are our colleges and universities meeting this need? These questions prompted the Council of Independent Colleges to study of the educational responses to these issues by independent liberal arts colleges and universities.

INTERNATIONAL BUSINESS PROGRAMS AT LIBERAL ARTS COLLEGES AND UNIVERSITIES

This report provides an overview of the international business programs of small-to-moderately sized private colleges and universities. The intent is to provide information for institutions that seek to establish new international business programs or improve existing programs. These institutions can learn from this report what similar institutions are doing to bring their business curriculum forward to the twenty-first century.

Individuals from the institutions participating in CIC's study identified four basic programmatic elements of strong international business programs in liberal arts colleges:

- curriculum in international business
- faculty with expertise in international business
- collaboration with business and/or government
- international experiences for students

They also identified several broader issues about the place of the study of international business within the broader context of the institution as a whole: the role of international students, the importance of institutional support, and the relationship between institutional mission and international business curricula. These are the primary areas addressed in this report. The discussion explains the major approaches that CIC institutions utilize in their international business programs.

The International Business Curriculum

Our study had three phases: identification and curricular analysis of a small core group of CIC institutions with representative international business curricula; a broader survey of a larger sampling of private liberal arts colleges and universities via questionnaire; and comparison of our data with those from other sectors within higher education. We approached our study by framing several key questions:

- Do unique approaches exist in internationalizing the curriculum at CIC colleges and universities?

- What are the basic elements needed to educate business students for the twenty-first century?

- What courses best lend themselves to internationalizing the business curriculum?

Representative Colleges. After polling its members and finding that 85 had international business programs, CIC selected eleven colleges and a consortium representing additional colleges that were perceived as having representative programs for in-depth study. In making these selections, we assumed that an institution's commitment to and understanding of international business is reflected in the number and quality of courses and their relationship to degree offerings. These colleges had a large percentage of business courses that were international in focus, and a substantial proportion of these were required for all business majors. The institutions included:

Baker University (Kansas)
Central College (Iowa)
Colleges of Mid-America Consortium
(representing colleges in Iowa and South Dakota)
Concordia College at Moorhead (Minnesota)
Doane College (Nebraska)
Drury College (Missouri)
High Point College (North Carolina)
Illinois Benedictine College (Illinois)
Madonna College (Michigan)
Mount Union College (Ohio)
Wartburg College (Iowa)
Westmont College (California)

These representative institutions ranged in size from 800 to 4,000 students, for an average of 1,660. The full-time faculty numbered from 52 to 150, with an average of 85, giving an approximate ratio of 20 students to one faculty member. Sixty-two percent of these institutions offered a major in international business; 23 percent offered an emphasis within the regular business degree (such as a minor, a certificate, or a cluster of international courses within the business curriculum); and 9 percent offered a master's in international management.

In the course of this study, individuals from these institutions discovered that the programmatic elements that they shared defined an approach to international business programs that is, in some respects, unique to independent colleges. The liberal arts institutions require a foreign language; provide overseas experience for students; coordinate internships in businesses; and often offer a better merger between liberal arts and business courses than do other institutions.

Moreover, the course offerings at liberal arts institutions ensure that the international business student also is grounded in history, social, political, and economic development. Thus, a primary contribution of liberal arts institutions to the field of international business is the philosophy that students should be educated in a context broader than business alone.

At Doane College, for example, a major imperative is to relate the business program to the central mission of a liberal arts education. To this end, a course was devised on the globalization of American society. Another imperative is to include modular units on international studies throughout the business curriculum, such as in management, marketing, and finance courses. Specifically, the basic management course has a unit on Japanese management practices, which acquaints students with the varying organizational styles and techniques of the Japanese business leadership.

Curricular modules related directly to international business or that incorporate general issues of international studies from other disciplines permeate the business curriculum at Madonna College. The philosophy behind this approach is the importance of *integrating* international studies into courses, versus tacking them onto courses as an afterthought. Madonna College also developed ten video tapes, 12 to 15 minutes in length, that show simulated international business practices.

Wartburg College carefully assessed its values, faculty interest, and community expertise to design an appropriate course of study for the international studies major. The college concluded that an integrated approach in international business, incorporating studies from other disciplines and foreign languages, would best serve the students. The result was a major in international business that requires 14 courses in business and six to eight courses in a foreign language. The college reported that its intent was "to design a quality program that was realistic and feasible. The department felt the program should drive the budget and not vice-versa" (Lindell 1987, p. 6).

Within the group of representative institutions, the international degree, minor, and certificate courses are primarily multidisciplinary in nature, in that they consist of

international business courses coupled with course requirements in other disciplines. International business offerings are housed in the department of economics or business administration. International material commonly is presented in existing courses instead of in new courses. The benefits are that all business students are exposed to international business and that the cost of adding new courses is minimized. However, in the degree programs a large percentage of the courses is in international business (see Table 1).

Table 1

Courses in CIC Institutions With Established International Business Programs

Course	Percentage of institutions offering course
International Business	64
International Marketing	64
International Trade and Development	55
Comparative Economic Systems	55
Culture, History, Social and Business Development Courses	55
International Economics	55
International Business Policy and Decision Making	45
Multinational Corporations Finance	27
Introduction to World Politics	27
International Management	18
International Finance	18
Comparative Governments	9

Survey of Additional CIC Colleges. With input from representatives of the colleges in the first sample, CIC developed and distributed a questionnaire to obtain data from a larger sampling of liberal arts colleges.

Questionnaire responses submitted by 50 CIC colleges illustrate a varied picture of involvement and foci. Eighty percent reported that they offer international business courses on the upper level (junior and senior years); 19 percent at the lower level; and 16 percent at the graduate level. Twenty-two percent have majors in

international business; 10 percent have a minor; and 12 percent offer an emphasis or concentration. None offers a graduate degree. The courses range from a fully integrated curriculum, with international studies in other disciplines, to specific offerings in international business. The latter are housed in the economics or business administration department. Instead of adding new courses, the colleges tend to internationalize existing courses.

Forty-four percent of the institutions answering the questionnaire reported a major, minor, or concentration in international business. Compared with the national level, the efforts of the CIC institutions are exemplary. Unlike large institutions of higher education, and in keeping with the history and nature of the liberal arts institutions, CIC schools have been very effective in applying an interdisciplinary approach in internationalizing the business curriculum. Educating the "whole person" has been and continues to be the mission of liberal arts institutions, no matter the specific disciplines.

The most commonly taught courses and their relationship to the major or minor in international business are listed in Table 2. The data correspond with the national picture; the institutions' focus is on internationalizing the existing curriculum instead of creating new courses.

Table 2

International Business Courses Offered by the General CIC Membership

Course	Number of institutions offering course	Number of institutions requiring course *Required for major*	*Required for minor*
International Economics	18 (36%)	13 (26%)	4 (8%)
International Trade and Development	13 (26%)	9 (18%)	1 (2%)
Comparative Governments	13 (26%)	7 (16%)	1 (2%)
International Finance	10 (20%)	4 (8%)	
Introduction to World Politics	9 (18%)	7 (16%)	3 (6%)
International Marketing	9 (18%)	7 (16%)	6 (12%)
Culture, History, Social and Business Development Courses	9 (18%)	3 (3%)	1 (2%)
International Management	6 (12%)	2 (4%)	
International Accountancy	4 (8%)		
International Communications	3 (3%)		

Foreign Language Study. The picture for independent colleges in the area of foreign language study is also quite different from the national one; in the liberal arts tradition, 70 percent of these institutions require a language for business majors. However, similar to the national pattern, all CIC institutions included in this study offer the bulk of their foreign language instruction in French, Spanish and German. Also, the number of undergraduates enrolled in the less commonly taught languages is significant on the upper levels (Lambert 1989, p. 91). The languages being taken by international business students at CIC member institutions polled are listed in Table 3.

Table 3

Foreign Languages Selected by International Business Students at CIC Member Institutions Surveyed

Language	Percentage of institutions at which students selected language
French	80
Spanish	80
German	62
Japanese	28
Latin	26
Chinese	18
Russian	12
Italian	10

Thirty-six percent of the CIC institutions answering the questionnaire require international business students to study a foreign language; the national average is 0.8 percent. Eighty-three percent of the students at the CIC institutions where language is a requirement are required to take two to three-and-a-half years of a language. For the colleges and universities offering a major, minor, or emphasis in international business, 73 percent of the students enroll in a language for two years or more. This is an important indicator that the liberal arts institutions view the study of foreign languages as a necessary component in the teaching of international business.

Comparing the Two Survey Groups. It is clear from a comparison of the CIC institutions in the first sampling with the 50 colleges surveyed in the subsequent survey that international business offerings are an important component for both groups. There are interesting differences, however.

In the initial group, for example, 62 percent offered a major in international business, while only 22 percent did in the general membership group. However, approximately 23 percent of both groups offered an emphasis, concentration, or minor in international business. The top course offerings were international business, international economics, and international trade and development.

The initial group had a much more interdisciplinary approach to their programs. One conclusion that can be drawn from this is that, as a program matures, thought is given and action taken to integrate into the business offerings an interdisciplinary component that includes the study of cultures, history, and socioeconomic developments. A course on comparative governments traditionally serves that function in the initial stages, but for the more established programs it ranks in the lowest course offerings. For both groups, courses such as International Economics, International Business, and International Trade and Development—mostly offered at the upper levels—have been integrated into existing economics or business administration department or schools. The majority of offerings are established courses that have been internationalized.

The National Picture. When comparing CIC institutions with the national picture, some differences and similarities become apparent.

Reasons for Internationalizing. The globalization of the economy is the driving force for all institutions that are developing international business. To educate for the twenty-first century, institutions know that their business courses need to include major areas of study in doing business abroad, in speaking at least one foreign language, and in understanding other cultures and other approaches to doing business.

Accreditation is the next most important reason for internationalizing the business curriculum. Both the Association of Collegiate Business Schools and Programs (ACBSP) and the American Assembly of Collegiate Schools and Business (AACSB) have developed accreditation standards that require every business student to be exposed to international business through coursework.

Curriculum. On a national basis, the business curriculum is being internationalized in three ways: (1) by offering an introductory course in international business; (2) by allowing students to take an international course of study within the business major; and (3) by infusing international modules into the existing business courses (Groennings 1990, p. 19-20). In his study on national trends in internationalizing the curriculum, Lambert (1989) stated that the national propensity is for a very large number of internationally oriented courses to be offered on campus. When interna-

tional modules are introduced, whether they are in business or other disciplines, an environment of "hospitality" is created to internationalize courses and to add new courses relevant to the needs of the institution. This hospitality applies more to Western European foci than to developing countries, especially African countries. Not surprisingly, therefore, the geographic focus for most U.S. institutions polled in Lambert's study is Western Europe (39.5%) and East Asia (7.8%) (Lambert 1989, p. 116). In the course content of world areas taught, Western Europe was the second largest (9.4%). The business programs at the CIC institutions also focus on Western Europe and Asia. Nationwide, the average number of internationally related courses that business majors take during their undergraduate years is two (Lambert 1989, p. 123).

While CIC institutions depend upon the same three strategies to internationalize their curricula, the emphasis is on giving students the opportunity to take courses on international studies within the business major. By their nature, CIC institutions have a stronger inter-relationship between the disciplines than the often isolated and turf-protected departments found in large, public institutions. Interestingly, the larger the CIC institution, the more they resemble larger schools.

Organizational Structure. Nationally, in schools or departments with an international business major, the major is offered on an interdisciplinary basis and faculty are pulled together from various disciplines. One of the problems with this organizational structure is that it results in an uncertain blend of faculty training and teaching experience (Lambert 1989). A similar picture is seen in the CIC institutions, especially in the area of faculty expertise, where the practice of hiring internationally trained business faculty is not the norm.

Foreign Language Instruction. The CIC institutions differ most from institutions nationally in the area of foreign language instruction. Of the 50 CIC institutions surveyed, 36 percent required international business students to take a foreign language. Nationally, 0.8 percent of business degree recipients have taken language courses, which implies that "collegiate foreign language instruction touches most students only very lightly, if at all" (Lambert 1989, p. 68). However, a variation exists within institutional groups—for example, among the highly selective liberal arts colleges in the Midwest, where more than 90 percent of the students take a skill-oriented language course and well over 50 percent enroll in upper level courses (Lambert 1989, p. 67). Thus, foreign language learning is primarily liberal arts oriented (Lambert 1989, p. 67). It would follow, therefore, that the sample of institutions included in CIC study represents the liberal arts tradition.

Faculty Expertise and Interest

In CIC's survey, we were also interested in assessing the role of faculty in an institutional shift toward a more internationalized business curriculum. We considered these broad questions:

- What combination of academic preparation and international business experience should faculty have?
- How can faculty gain international experience?
- What additional developmental activities for faculty are desirable?

The one common element throughout all the CIC institutions polled—irrespective of size, philosophy, and approach—was the number of faculty teaching international business. Three faculty members on average teach international business courses, about 50 percent of which have professional training and 50 percent have experiential training or expressed interest in teaching international business. In addition, faculty are encouraged by the institutions to participate in programs abroad through sabbaticals; opportunities in conjunction with study-abroad programs; and, in cases where external funds are available, workshops and trade missions, primarily in Western Europe and secondarily to Asia (Japan, Taiwan). Nevertheless, having trained faculty in international business is yet to be fully implemented as a priority for liberal arts institutions. William Gleason, director of International Programs at Doane College, best states the problem:

> *In my opinion this is the most difficult component of the enterprise, largely because truly trained international business faculty are few and far between and because small schools are at a disadvantage when it comes to the market for such individuals. Ideally all faculty in the business program should have measurable expertise, either in the form of academic training or hands-on experience in the business community. Failing that, schools must resort to in-house initiatives, such as faculty development programs which target institutional funds for educational recycling, so to speak. Summer study courses at nearby universities, extended leaves for retooling—all should be encouraged by the administration to signal faculty that the need is great and that resources are allocated appropriately to that need. Internships at businesses (perhaps with matching funds from the college) should be encouraged. The point is that unless the leadership of the college is*

willing to support the obvious need for retraining, the realities of inertia and cost will be too great to be overturned.

What constitutes an appropriately trained faculty in international business? Kenneth Morse of High Point College offered this answer:

International business faculty should possess as many of the skills desired in students as possible. They should be fairly fluent in a foreign language. They should be current on activities in the field. They should periodically upgrade their skills through summer seminars in the field. Finally, international business faculty should travel outside North America at least once every three years, in order to keep in touch with the 'globalization' process of business and the world economy. . . . Institutional support for these activities is essential.

Collaboration with Government and Business

Our study also considered the relationship of colleges with government and business. In particular, we considered one broad question:

- What kinds of resources can businesses and government organizations provide to international business programs?

States often find a role for higher education in their economic development. For example, Ohio has included higher education as an equal partner in its economic development activities. Oregon and Washington have also turned to higher education for expertise in international ventures. The U.S. Department of Education—under Title VI, Part B, Business Program—encourages cooperation between higher education and business to allow educational institutions to become involved in the training of businesses so that together they can increase the export capacity of the states.

The private and public sectors have much to offer each other. For example, internships for students (and sometimes for faculty) in American firms doing business in the United States or abroad can provide needed experiential learning. Business advisory committees have long assisted departments or schools in devising a realistic curriculum to meet employment needs, and, in turn, higher education helped business to understand better its mission in a complicated economic marketplace. Such organizations as the U.S. Chamber of Commerce, the Small Business Administration, and

the Department of Education offer various grants for collaborative efforts. Thus, the partnership of government, business, and higher education is increasing, not diminishing.

Since the early 1980s, the large state-funded institutions and community colleges have worked effectively in partnerships with business. Results of the CIC questionnaire, however, show that these arrangements are new to most liberal arts colleges, especially in the face of strong competition for such arrangements from larger institutions. Nevertheless, 36 percent of the CIC institutions polled said they worked in some form or another with business, and 26 percent said they utilized the private sector for placing students in internships that would provide international experiences.

One of the CIC institutions that has worked extensively with the business community is High Point College. They reported that one of the most successful aspects of its international business program has been the ability to put students in touch with actual practitioners of international business activities. For example, the International Home Furnishing Center, attracting foreign buyers from throughout the world, has presented opportunities for both students and faculty to sharpen language skills through translation tasks. The North Carolina World Trade Association allows students to attend its meetings so they can create a network of international business contacts. Such activities help independent colleges develop, maintain, and expand their partnerships with business and government.

International Experiences for Students

The CIC study also explored the place of the student international experience in the international business curriculum. We considered three questions:

- How can study abroad be used to provide international business experience?
- How can internships in the United States (in domestic or foreign companies) provide international exposure?
- How can student exchanges create opportunities for international understanding?

Nationally, study abroad is concentrated in the arts and sciences; less than four percent of study abroad is in international courses taken by business students. "Students study abroad what they normally study at home" (Lambert 1989, p. 39). Because of the expense, institutions find it difficult to require study abroad. Among the CIC institutions, study abroad for international business majors is mandatory in a few cases and encouraged in the majority of cases. This pattern reflects the foreign language requirements of the CIC institutions in that independent, liberal arts colleges have a comprehensive view of the meaning of international experiences abroad. For example, at Doane College study abroad can satisfy certain types of business requirements (including international trade and development, international finance, and international management).

Concordia College at Moorhead could have one of the most extensive and unique approaches to providing international experiences for all its students. Study abroad is simulated in the institution's highly successful "language village" program. In addition, students are required to take courses focusing on particular areas of the world, such as Europe, Africa, Central America, or the Far East.

High Point College represents the typical situation: study abroad is not required, but during the advising process faculty encourage all students to gain international experiences for at least one six-week summer session. One full year, or even a regular semester, is preferred, but costs may be prohibitive. The majority of students opt to study abroad in foreign language programs instead of business. However, opportunities are growing to study business abroad. As a matter of both expedience and resource conservation, High Point College opted to steer students toward the study abroad programs of other institutions, such as the University of Wisconsin-Platteville. Students in the program typically take courses in language, business, or the traditional liberal arts fields.

Wartburg College designed its business program in conjunction with a minor in a foreign language requirement. Surprisingly, many students elect to complete the international business major with a foreign language minor. One reason is that the Language Department is committed to a study abroad program for its students. Language minors at Wartburg College go abroad for four-to-eight-weeks. "These on-site experiences have done more for the student's development of a global perspective than a text-book learning experience ever could hope to" (Lindell 1987, p. 5-6). In addition, Wartburg is aware that students with language and international experience abroad are more easily hired or promoted by the international business department of large firms, and are especially attractive to small and mid-sized firms.

Although study abroad opportunities could serve students well, the question of cost remains a problem. Possibly, scholarship funds could be sought or internships with international firms could be expanded.

Another issue is where study abroad programs are housed at colleges and universities. Some institutions consider study abroad an extra-curricular activity that is not related to the on-campus curricular offerings. Thought needs to be given to this, for study abroad serves students best when an infrastructure exists that relates it to their course of study, both prior to departure and upon return. Also, since an increasing expertise will be needed to do business with newly industrialized nations such as Taiwan, Korea, and Thailand, departments might consider if student experiences can be made equally available in these countries. What is of primary importance in the entire undertaking of offering international experiences abroad is the question of where financial and philosophical incentives for students may be found and directed.

THE INSTITUTIONAL CONTEXT

This study confirmed our belief that overall institutional support is vital to the success of any effort to internationalize the business curriculum. In studying this issue, we considered these questions:

- How can international students on campus contribute to the international business program?
- What sort of administrative support does an institution need?
- What sort of trustee approval or support is required?
- How can essential resources be obtained to establish and sustain programs?

International Students on Campus

An area receiving increased attention by such national organizations as the National American Foreign Student Association, the Institute for International Education, and the Council for International Exchange of Scholars is how best to incorporate international students on campus, for their personal enrichment and full involvement in American student life, as well as for the cultural understanding they could bring to American students. According to the questionnaire results, the majority of the CIC

institutions had between two and 100 international students, for an average of approximately 40. The majority of these students were from Asia (see Table 4).

Few CIC institutions reported utilizing the experiences of international students on an ongoing basis. If appropriately incorporated, they could be a tremendous asset to the course offerings of an institution. For example, international students in the classrooms could provide first-hand knowledge of their cultures, countries, and business practices. Furthermore foreign students can offer the "other perspective" in case studies of businesses abroad. They can contribute in classes, panel discussions, community outreach, foreign language, tutoring, and study abroad preparation.

Institutional Support

According to Groennings (1990), half of the nation's colleges and universities considered institutionalizing international programs in the period 1985-1990. He writes (1990, p. 25) that "It is now generally assumed that international education is an essential component of general education, that a true liberal arts education must be international in scope, and that all students not in the liberal arts should be exposed to international perspectives." Business departments and schools generally believe internationalization to be essential. The large universities often have the advantage of established offices of international programs that take charge of all international activities throughout the campus and assist departments and schools with policy issues and programmatic planning. Most CIC international programs are departmentally driven, perhaps because no centralized office for the discipline exists. Although the situation may differ at other institutions, the economic and philosophical support of the executive officer and college dean has been essential throughout all the CIC institutions polled. Some institutions also have sought the support of the board of trustees.

When institutions were asked how they secured the financial support to build their programs, the answers varied. Some began with grants under the auspices of the U.S. Department of Education Title VI. Others sought support from the local business community and the administration of the institution to build their programs gradually.

At High Point College, for example, program growth was incremental. Early efforts were limited to developing business language courses and building a concentration within the business major. With additional resources, the concentration was upgraded to a minor, then study abroad and internship opportunities were sought. Further resources allowed full-time faculty to be hired, and the international business

Table 4

Foreign Students Enrolled in CIC Institutions

Number of foreign students enrolled	Number of CIC institutions within enrollment range	Percentage of institutions surveyed
1-10	7 (undergraduate)	16.0
	5 (graduate)	10.0
11-20	17	35.5
21-30	5	10.0
31-40	3	6.0
41-67	5	10.0
68+	2 (undergraduate)	4.0
	1 (graduate)	2.0

Countries of Origin of Foreign Students

Country	Avg. number of students per institution	Percentage of foreign students in student body
Japan	21	42
China	7	16
Canada	7	16
Malaysia	4	8
Singapore	3	6
Korea	3	6
England	3	6

World Areas Represented by Foreign Students in CIC Institutions

Area	Average number of students	Percentage of foreign students in student body
Asia	50	61.0
Latin America	10	12.0
Middle East	7	8.4
Canada	7	8.4
Europe	5	6.0
Africa	4	4.2

minor was upgraded to a major. Growth in number of majors led to further resources and, as a consequence, expansion of the program to study abroad specifically in international business. This process evolved over a period of ten years and now is well established with additional growth potential.

What High Point College demonstrates is that the process of establishing a sound international business program needs careful thought and concentration at each stage, creating a sound foundation for each successive step. Institutions beginning the process might assess their needs within a two-to-three year period, address their strengths and weaknesses, and examine the extent of support that can be expected from administration, faculty, and community. Within this rubric is the essential question of the relationship of the liberal arts to business and how these can be effectively merged. As William Gleason of Doane College stated:

> *Leading administrators and leading faculty must strive to integrate and synthesize business education and liberal arts education. International business, which overlaps traditional disciplinary boundaries, which includes foreign language as well as accounting, cross-cultural communication as well as finance, history as well as marketing, is uniquely positioned to promote that synthesis.*

Institutional Mission and International Business

What is the relationship of international business as a liberal arts to professional preparation?

William Gleason's analysis may well respond to the mission of the liberal arts and business. As independent colleges become more involved in the process of internationalizing their curricula and campuses, a revised mission may be in order. Thus, liberal arts institutions that claim to offer an education appropriate to the highly interdependent world that now exists could examine their international role and mission in the context of their curricular and extra-curricular activities. In addition, mission statements must clarify the obligations and opportunities that merge a liberal arts education and an international business education. Such mission statements also could include what Lois Lindell of Wartburg College explained to be important:

> *The world in which we live is increasingly interdependent on international transactions. Responding to this growing mutual interdependence, the business community has a need for people with specialized*

training in dealing with the global marketplace. . . .. A general business competency is no longer sufficient for many multinational enterprises.

In the general questionnaire the responding CIC institutions said their primary needs for the future were (1) curriculum development; (2) international opportunities for students; and (3) internationally trained and qualified business faculty. To meet these needs, 30 percent required financial resources; 12 percent, more better trained faculty; and 10 percent, contacts with the business community in the United States and abroad. The remaining categories (less than 8 percent each) were in such areas as curriculum restructuring, more students, and more time (see Table 5).

Table 5

Actions That CIC Institutions Wish to Take To Strengthen Their International Business Programs

Action	Percentage of institutions wishing to take this action
Curriculum	
Strengthen business courses	30
Develop majors/minors/concentrations	22
Require foreign languages	4
Faculty	
Recruit qualified faculty	12
Develop faculty exchanges	4
Bring visiting faculty to campus	2
Students	
Increase student internships	14
Establish study abroad programs	12
Increase student scholarships	2
Outreach	
Improve business contacts in U.S. and abroad	6

CONCLUSION

Specific advice concerning the international business curriculum is difficult to give to liberal arts institutions, for much of what happens depends on an institution's resources, its faculty hiring practices, its mission and the priorities that it sets for itself, and on emerging trends and international activity within the business community.

The world, however, has entered an area of global economic, political, social, and cultural interdependence, and training future citizens for global competence is an imperative of all higher education in the United States. The international marketplace is no longer a simple issue of "just doing business." To function effectively internationally, businesspersons need to understand the complex issues that dominate economic interdependence. Given these conditions, liberal arts institutions, by their very structures and missions, are well positioned to be successful. Courses already are being integrated throughout the disciplines to create a business curriculum, and large percentages of business students are required to take languages. What is still lacking is a well-developed and carefully assessed plan to merge business and the liberal arts, avoiding the haphazard curriculum development that sometimes results when quick solutions are applied to what may seem an immediate need. This is not to criticize what is occurring, for the process has begun, and as an institution becomes more involved in business curriculum development, the approach becomes much more sophisticated. Those beginning the process must ask themselves what the institution's values, directions, and needs will be in the twenty-first century.

The initial steps are threefold: institutional assessment, commitment of institutional resources, and evaluation of institutional values. An institution must examine its existing faculty expertise and the academic resources, such as language offerings, library resources, and community expertise. It must fully understand that resources will be needed to undertake changes within departments and curricular offerings. And it should truly support diversity—locally, nationally, and internationally—and should examine to what extent it can maximize the addition of global perspectives in its offerings.

There are two primary considerations in developing an international business program: what is appropriate for the institution (a major, minor, or concentration in international studies) and what institutional resources are available to make it happen. Equally important is the content of the program. For example, what courses will provide an integrated and rounded approach to a student's learning and future employment needs? To what extent should existing courses be carefully reexamined vis-a-vis

local, regional, national, and international trends? And what type of input and advice should be solicited from business and government? Finally, since the curriculum currently is dependent on existing faculty expertise and as the future directions of the institution are explored, thought needs to be given to hiring practices that will result in curricular offerings that answer institutional needs as well as faculty interests. The task is not simple, but changing times necessitate important decisions that will lead to modifications in basic elements of educational institutions.

Activities from the mundane to the profound now operate in an international arena. Television brings overseas conflicts into the living rooms; buying a car raises concerns about the U.S. trade deficit; textbooks become obsolete overnight, overcome by rapidly changing world events; school administrators must restructure a curriculum to answer students' emerging needs. A new world community has taken shape without much warning, and few are prepared or ready to deal with it. Hopes may persist that somehow the world will be simple again. But neither technology, production, economics, nor national ideologies will allow it.

The job of internationalizing faces all of higher education now. Students must be prepared to function in a complicated world economy, as well as to be responsible citizens who consider international issues such as the environment, urban problems, health, and education. Higher education must move from the limiting specialized courses in individual departments toward blends of interdisciplinary approaches that will allow a better understanding of the world. Liberal arts institutions may be ahead of the game because they have led the way in providing an education for the "whole person."

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